

Mr. Carter Bower - 2nd Grade

| Monday, September 2 nd | Tuesday, September 3 rd | Wednesday, September 4 th | Thursday, September 5 th | Friday, September 6 th |
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| No School! | Day 1 Day 5- Art <i>National Skyscraper Day</i> | Day 2 Day 6- PBS <i>National Wildfire Day</i> | Day 3 Day 1- Inst. Music <i>National Cheese Pizza Day</i> | Day 4 Day 2- Library <i>National Read a Book Day</i> |

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| Spelling Week of Sept. 2nd – Sept. 6th | | Rule: short a, short i | | |
| 1. sad | 5. list | 9. fix | 13. as | |
| 2. dig | 6. win | 10. rip | 14. his | |
| 3. jam | 7. flat | 11. kit | 15. sandwich | |
| 4. glad | 8. if | 12. mask | 16. picnic | |

| Monday, September 9 th | Tuesday, September 10 th | Wednesday, September 11 th | Thursday, September 12 th | Friday, September 13 th |
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| Day 5 Day 3- P. E. International Sudoku Day | Day 6 Day 4- Music <i>National Ants on a Log Day</i> | Day 7 Day 5- Art <i>National Make Your Bed Day</i> | Day 8 Day 6- P. B. S. <i>National Video Games Day</i> | Day 9 Day 1- Inst. Music <i>National Peanut Day</i> |

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| Spelling Week of Sept. 9th – Sept. 13th | | Rule: short e, short u, short o | | |
| 1. wet | 5. spot | 9. plum | 13. get | |
| 2. job | 6. mud | 10. nut | 14. not | |
| 3. hug | 7. left | 11. net | 15. lunch | |
| 4. rest | 8. help | 12. hot | 16. spend | |

More Information is on the back.

| Monday, September 16 th | Tuesday, September 17 th | Wednesday, September 18 th | Thursday, September 19 th | Friday, September 20 th |
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| <p>Day 10 Day 4- Gym National Guacamole Day</p> | | | <p>The new spelling list for this week will be sent home on Friday, September 13th.</p> | <p>Additional Information for Sept. 18th- Sept. 20th will be sent home on a later date.</p> |

Reading/Language Arts:

- Comp. Skill: Compare and Contrast
- Stories: Henry and Mudge, and My Family
- Grammar: Types of Sentences
- Writing: What do Writers Write?



Science and Social Studies:

- Getting Into the Routine of School
- All About Me Boxes
- Code.org

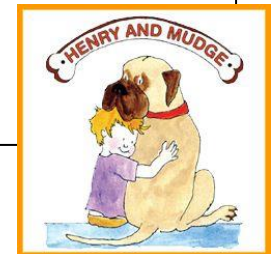
Schedule:

- 8:00-8:20 Morning Meeting
- 8:20-8:50 Guided Reading
- 8:50-10:55 Language Arts
- 10:55-11:25 Special
- 11:25-12:30 Math
- 12:30-1:00 Lunch
- 1:00-1:30 Recess
- 1:30-2:30 W.I.N.N.E.R.S./Title
- 2:30-3:00 Science & Social Studies

- Thursday 5th**- Make 10 to add
 - Friday 6th**- Addition Fact Patterns
- Math:**
- Tuesday 3rd**- Addition Fact Strategies
 - Wednesday 4th**- Doubles and Near Doubles
 - Thursday 5th**- Make 10 to add
 - Friday 6th**- Addition Fact Patterns
 - Monday 9th**- Count On and Count Back to Subtract
 - Tuesday 10th**- Think Addition to Subtract
 - Wednesday 11th**- Make a 10 to Subtract
 - Thursday 12th**- Practice Addition & Subtraction Facts
 - Friday 13th**- Solve Addition & Subtraction Word Problems

Upcoming Events:

- Sept. 2nd No School- Labor Day
- Sept. 11th Picture Day
- Sept. 13th All About Me Box Due



| Grammar/Writing | Language Arts | Spelling and Phonics | Math | Science and Social Studies |
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| <p>Weekly Standards w.2.2, w.2.3 L2.2, L2.1, L2.3, L2.5, L2.6</p> | <p>Weekly Standards 1.5.2.F 1.1.2.A -E 1.2.2.A, D,E 1.2.3.A-D 1.6.2.A</p> | <p>Weekly Standards 1.5.2.F</p> | <p>Weekly Standards 2.1.3.a,b,c,f,i 2.2.3.e,f, 2.4.3.a 2.5.3.a,b 2.8.3.b</p> | <p>Weekly Standards RI.2.1 - RI.2.10 W.2.8 L.2.4 1.8.2.A-C</p> |
| <p>Day 1: Objective. Students will identify and use skills properly Activity: Introduce skills in morning message Write more examples together Evaluation: Students will provide examples to expand morning message</p> <p>Day 2-6: Obj. Students will identify and use skills properly A: St will review skill in morning Complete power point activities E: Check power point together</p> <p>Day 7-9: Obj. Students will identify and use skills properly A: St. will practice skill by playing game E: Check answers to make sure correct</p> <p>Day 10: Obj. Students will identify and use skills properly A: St. will complete quiz E: Check quiz</p> | <p>Days 1,3: Objective. TSWBAT use and explain Vocabulary words TSWBAT read and understand a story TSWBAT use a dictionary and the information it provides Activity: Intro focus wall/ spelling words and grammar Read morning message Introduce vocab Read story 1, story 2 with guided questioning Evaluation: Students will blend sounds spell words orally when shown a word</p> <p>Days 2,4: O: TSBAT listen and discuss the contents of a story read aloud with the class A: Read a loud and review vocab E: St. will recount details of story</p> <p>Day 5-8: O: TSWBAT Compare and contrast stories to understand the skill A: Discuss Comp skill E: Students will blend sounds spell words orally when shown a word</p> <p>Day 9: O: TSWBAT compare texts with the real world, themselves and other texts across genres A: Students will read and compare the informational text for the week with, the weekly story, themselves and the world E:Classroom discussion participation</p> | <p>Day 1, 6: Objective. Students will identify patterns to help spell words Activities: Use sound spelling cards to review letters/patterns in words Paste list in spelling notebook Evaluation: Students will blend sounds spell words orally when shown a word</p> <p>Day 2,7: Obj. Students will identify and spell words correctly A: St will complete pre-test E: Check tests/ If 100% NO HW</p> <p>Day 3,8: Obj. Students will identify patterns to help spell words A: St. will practice words by playing game E: Check spelling of words</p> <p>Day 4,9: Obj. Students will identify and spell words correctly A: St will complete test/ If no test, St may read silently E: Check tests</p> <p>Day 5,9: Obj. Students will identify patterns to help spell words A: St. will practice spelling words by using them in sentences during morning message E: Check spelling of words</p> | <p>1-10 : Objective: Lessons mentioned above Students will use models of tens and ones to show numbers. Activities: Use tens and ones manipulative to practice skill. Complete p. 1 of each lesson on their own allowing students to struggle with the concept. Students will complete page 2 of the lesson together as a class, pages 3 and 4 will be competed independently and pages 5-6 qill be sent home as an assignment if time and performance allows Evaluation: Assign practice Pg. 1-2 for homework.</p> | <p>Students will present all about me boxes one at a time allowing time for questioning from other students.</p> |

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| | <p>Day 10: Students will perform the weekly assessments of Comprehension test & Cold read Vocabulary test (if time permits the vocabulary test will be given on Thursday</p> | | | |
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